


Emphasizing Audio-Visual Techniques In Education of the Deaf
Teaching the Concept of Propaganda

An Honors Thesis (ID 499)

By

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INTRODUCTION

Within the overall goal of teaching, various subordinate aims are developed. The teacher of the deaf and hard-of-hearing must obviously undertake several which are frequently de-emphasized or unnecessary for the teacher of hearing students. Two of the most important aims for the teacher of the deaf and hard-of-hearing are the constant exposure to language and the creating of practical lessons.

All teachers must incorporate into their teaching procedures a varied approach in communicating their lesson ideas to their students. The employment of audio-visual materials is one way of achieving a variety in teaching procedures. According to F. Hubalek, the Director of Austrian Audio-Visual Aids Central Office in Vienna, preparing our citizens of the future encourages the use of audio-visual methodology. The rationale behind this emphasis on audio-visual materials is based on two basic points, each of which utilizes a psychological framework of thought.

First, the audio-visual materials are usually student-orientated, allowing the student to contribute to the materials and topics being covered. The student becomes an integral part of the lesson. In addition, exposure to audio-visual materials encourages the student to experience not only the materials themselves, but more importantly, the language of our time. This language of our time is the language of mass media. The student can be introduced to the idea that there is a certain

amount of manipulation in the everyday world and mass media is a central part of this manipulation.

This aim of introducing the language of our time can be effectively extended by the teacher of the deaf and hard-of-hearing in significant ways. Language is the underlying goal of all lessons for the teacher in this field. The use of audio-visual materials can become an excellent vehicle for the presentation of language. Practical lessons can be developed and made interesting by including audio-visual materials. For the sake of language and practicality, audio-visual methodology can become an important and meaningful component within the teaching methods of the teacher of the deaf and hard-of-hearing.

RESOURCE UNIT OBJECTIVES

The overall goal of this resource unit is to demonstrate the effectiveness of applying audio-visual techniques in teaching a seemingly abstract, yet significant concept to the secondary level deaf and hard-of-hearing student. The concept to be taught is propaganda: "The spreading of ideas or information deliverately to further one's causes or damage an opposing cause; ideas, facts, or allegations spread for such a purpose (Merriam Webster Dictionary)." The concept of propaganda will be examined in a very general sense as well as in terms of its historical importance.

Within the overall goal of teaching the concept of propaganda, various skills will be worked on as an integral part of the unit. These skills include reading skills (including the use of the newspaper), language skills, speech skills, as well as the ability to logically gather information and develop ideas. Emphasis will be placed on the students experiencing and creating samples of propaganda through as many varied sources as possible.

The following is a brief content outline for the resource unit:

- I. Introduction to overall concept of propaganda.
 - A. Introduce the concept of communication.
 - 1. How do people communicate?
 - 2. Why do people communicate?
 - B. Finding propaganda around us.
- II. Propaganda as a part of our everyday life.
 - A. The world of advertisement.
 - 1. Written Word
 - a. The newspaper
 - b. The use of billboards
 - 2. Visual Methods

- a. Television
 - b. Billboards
- B. Propaganda in our relationships with others.
- III. Historical Propaganda
 - A. How propaganda effects relationships among nations.
 - B. Propaganda as a wartime weapon.
 - C. The political cartoon.
- IV. Is propaganda a good thing to use?

The general idea of the unit is to provide ideas and methods by which propaganda can be gradually brought into a class curriculum. The outline is not necessarily to be covered in order.

The various aspects of propaganda can be brought into the class lessons at different times as well as within a variety of units.

The lessons have been designed to demonstrate how the various parts of propaganda can be introduced. Each lesson includes general behavioral objectives, related vocabulary, as well as activities involved. All aids are explained in terms of their importance as well as their construction. Instructions are included for teacher and student-made items. Bibliographic information is provided as an additional source for the teacher.

LESSON PLAN #1 The Power of the Visual Image

I. Behavioral Objectives:

1. Each student will be able to select a positive and negative fact about a subject.
2. Each student will be able to differentiate between positive and negative aspects of a given subject.
3. Each student will demonstrate his comprehension of the difference between negative and positive views of a subject through participation in a class slide-show project.

II. Suggested Vocabulary:

1. aspects
2. negative
3. positive
4. view

Audio-visual Vocabulary

1. camera
2. focus
3. slide

III. Content:

- I. Introduction to visual impact of the difference between negative and positive views of a subject.

IV. Procedure:

I. Introduction:

- A. Teacher-made slide show. Teacher prepares a limited slide show (10-16 slides).
 1. Choose a subject. Suggested subject: a school building from another town.
 2. Half of the slides will show negative aspects of the school (litter, cracked stairs). This groups of slides will be called School #1.
 3. The other half of the slides will show positive aspects of the same school. This group of slides will be labeled and called School #2.
- B. Teacher presents slides:
 1. Explain: "Two" schools will be shown.
 2. Students' Assignment: Each student is to choose which school they would want to go to and have two reasons why they would want to go to that school.
 3. Show two slide shows.
- C. Class Discussion:
 1. Compile students' choices.
 2. Examine and discuss students reasons.
 3. Talk about differences between two schools and list the reasons on the board. Compile a list of good and bad things in the two schools (Form two columns).

Good	Bad
	cracked stairs (School #1)

4. Teacher then explains that she (he) made the slides and that "both" schools were the same school.

IV. Procedure:

- Tell name and location of school.
5. Ask:
 - a. What was the difference between the two schools?
 - b. Why was one good and one bad?
 6. Draw comparisons:
 - a. good = positive
 - b. bad = negative
 7. Ask:
 - a. What did I (the teacher) try to do when I showed you these slides?

V. Materials:

1. Camera/slide film
2. Ektographic Kit

VI. Audiovisual Instructions:

If slides are to be taken from full-size subject, a camera with slide film will be used. If slides are to be made from pictures then Ektographic Kit (with Instamatic Camera provided) should be used. Instructions for Ektographic Kit are contained in the kit.

VII. Additional Resources:

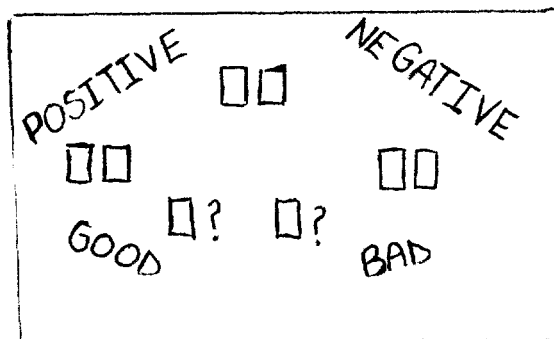
1. Power to Persuade, Robert Cirino, Part of Educational entitled "Persuasion Box"
 The Learning Seed Company
 145 Brentwood Drive
 Palatine, Illinois 60067
 c. 1974, by Jeffrey Schrank

VIII. Bulletin Board Ideas:

Through the use of paired pictures the following objectives can be presented on a bulletin board:

1. Reinforcement of difference between positive/negative.
2. Comparison of good/bad with positive/negative.

Bulletin board can become student orientated by having teacher provide one picture for each pair (from magazines, etc.) and the students are asked to bring in or draw a picture that would complete the pair. Ex: The teacher posts a picture of an athlete exhausted after a race, students could bring in a picture of an athlete winning a gold medal.



LESSON PLAN #2 Headlines . . . Why Do Newspapers Have Them?

I. Behavioral Objectives:

1. Each student will be able to cite a minimum of two reasons why headlines are so important in a newspaper.
2. Each student will be able to develop a headline for:
 - a. a teacher-made newstory.
 - b. a student-made newstory.

II. Suggested Vocabulary:

1. headline
2. newspaper
3. newstory
4. news reporter
5. summarize/summary

III. Content:

- I. Introduction: Why does a newspaper have a headline?
 - A. What is a headline?
 - B. Is a headline a regular sentence?
 - C. Why do newspapers have headlines?
 1. In a few words, the headline can summarize a story.
 2. Headlines attract the reader.
 3. Headlines save room.
 - D. Why do headlines make you read the newspaper?

IV. Procedure:

- I. Examination and Discussion of real newspaper headlines.
 - A. Teacher brings in various samples of headlines. For each headline, teacher will prepare a summary of the accompanying story on an overhead transparency.
 - B. Teacher takes newspapers with a clear example of a bold headline, she holds up the page so that all students can see the paper. The teacher immediately removes the paper from the students' view.
 1. Ask the students what they saw in that short time.
 2. Ask the students what attracted their attention.
 - C. Discussion:
 1. Do you know what a headline is? Teacher writes a headline on the board and explains it is not really a sentence. As a class they try to make a whole sentence(s) from the headline.
 2. Why do the newspaper people use headlines?
 3. Why are headlines so good?
 - a. What is the first thing you look at when you look at when you see a newspaper?
 - b. If the headline is the first thing you look at when you look at the newspaper, what do you find out from the headline?

III. Relation of headline to accompanying story:

- A. Teacher demonstrates relationship between two

headlines and their stories.

1. Display headlines.
 2. Ask: What do you think the story will be about?
 3. Pre-teach any new vocabulary in teacher-written story.
 4. Using overhead projector, display teacher-written summary and go over the facts of the story (possible additional aim - look for positive and negative parts).
 5. Compare what students thought the story would be and the actual story.
- B. Introduce concept that the headline summarizes the newstory.
1. Compare summarize with "to tell" the main ideas or facts.
 2. Develop concept of the verb summarize versus the noun summary.
 3. Ask: Why do you think a newstory has a summary or a headline on top?
- C. Student activities with headlines:
1. Teacher hands out dittoed versions of real newspaper stories (Re-written to control grammar).
 - a. Have students make headlines for stories.
 - b. Compare various students results.
 - c. Compare students results with actual headline (which can be cut out of the paper and placed on tagboard).
 2. Teacher provides a set of facts for a hypothetical story.
 - a. Students write newstory.
 - b. Students make a headline for story.
 - c. Have students exchange (or present orally) their stories.
 3. Have students do #2 except when the time for exchanging or presenting arrives, each student only tells his headline. Others must figure out what his story is about.

III. Additional Suggestion:

Teacher-written versions of real newspaper stories can be used in a formal reading lesson.

IV. Materials:

1. Various newspapers with bold headlines.
2. Cut-out headlines on tagboard.
3. Overhead transparency with teacher written version of real newspaper stories.
4. Overhead projector.
5. Dittoes.

V. Bulletin Board Idea:

(A collage of headlines surrounds the printing)

WHAT IS A HEADLINE??

1. A headline is a summary.
2. A headline tells you many things in a few words.
3. A headline gets your attention.

LESSON PLAN #3 The Class Newspaper

I. Behavioral Objectives:

1. Each student will demonstrate his awareness of the different parts of a newspaper (Front page, headlines, editorial) through contributing to the creation of a class newspaper.

II. Suggested Vocabulary:

1. editor/editorial
2. format
3. headline
4. reporter
5. sportswriter/sports section

III. Content:

I. Introduction:

- A. What is a newspaper and why is it important?
- B. The various sections of the newspaper.
 1. Editorial
 2. Sports section
 3. Headlines

II. Culmination of all information on the newspaper.

IV. Procedure:

I. Teacher brings in real and teacher-made newspapers.

A. Introduce basic vocabulary.

1. headline
2. editor/editorial
3. reporter
4. sportswriter/sports section
5. format

B. Discussion:

1. Who in the class reads a newspaper?
2. Why do we have newspapers?
3. Does one person write the newspaper?
4. In newspaper stories, does a reporter only tell the facts? Does he add positive and negative things?
5. If you thought a newspaper story was very important, which page would you put the story on? Page 1, 26, or 35.
6. If you did not think a newspaper story was very important, where would you put that story? Page 1, 26, or 35.
7. You are the editor, two stories are to be put in the newspaper. One of the newspaper stories is about next month's PTA meeting. The other story is about a robbery in town. Which one should come first in the newspaper?

- C. Activity: Class is distributed a ditto teacher-written newspaper which has not been completed. Blanks are left in the newspaper throughout the various pages in the newspaper. The teacher is to

IV. Procedure:

hand out copies of teacher-written stories all of similar length. Each student is to decide where each story should be placed in the newspaper demonstrating the student's opinion of how important the stories are. After completion of assigning locations for stories, class will compare and discuss results.

II. Class Newspaper Project - A dittoed class newspaper will be compiled by the students.

A. Decide on a name for the newspaper.

B. Assign the following:

1. Editor

2. Sportswriters

3. Reporters

C. Decide stories to be covered.

D. Discuss possible headlines, editorials.

E. Rough draft of stories are dittoed, distributed to class for final decisions on format of paper.

F. On ditto, compile and organize stories.

V. Materials:

1. Dittoes

LESSON PLAN #4 Additional Uses for the Newspaper

I. Behavioral Objectives:

1. Through the completion of exercises using a teacher-made newspaper, students will demonstrate their comprehension of synonyms, antonyms, as well as their ability to decipher word omissions.

II. Suggested Vocabulary:

Vocabulary is decided upon by teacher.

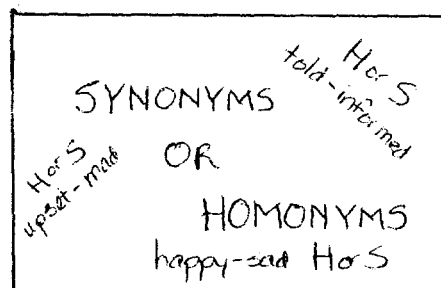
III. Content:

- I. Synonyms
- II. Antonyms
- III. Sentence Omissions
- IV. The Power of Words

IV. Procedure:

- I. Teacher prepares a ditto newspaper which incorporates the major parts of a newspaper. (Note: Teacher-written newspaper is suggested instead of an actual newspaper so that the teacher can control the language level and the vocabulary input).
- II. Synonym Stories:
 - A. Teacher designates certain stories as synonym stories. Those words that are to be part of a synonym pair are underlined.
 - B. When the synonym story is assigned, the teacher provides corresponding synonyms either on the blackboard or accompanying ditto. Students are to write corresponding synonym above the underlined word in the story. Example: Segment of Synonym Story.
Mayor Smith was very upset when he learned about the fire at Main Street School. He told the Fire Department to fix the fire trucks.
- III. Antonym Stories: Corresponding synonyms: mad, inform, happy.
Use same format as II. but provide corresponding antonyms instead of synonyms.
- IV. Sentence Omissions:
Use same format as II. but instead of underlining words, omit words and provide list of words to be used to fill blanks within sentences.
- V. Briefly introduce the concept that by using a similar but different word, a writer can change a story. Example:
The girl was upset.
The girl was furious.

V. Bulletin Board Idea:



LESSON PLAN #5 The Newshow - What is a Newshow and Why Is It Important?

I. Behavioral Objectives:

1. Given a limited amount of facts on imaginary events, each student will have to write three one-paragraph newstories:
 - a. One paragraph that tells only the facts.
 - b. One paragraph that tells the facts plus some negative information about someone or something in the event.
 - c. One paragraph that tells the facts plus some positive information about someone or something in the event.

II. Suggested Vocabulary:

1. facts
2. inform
3. negative
4. newshow/newscast
5. news
6. newspaper
7. positive

III. Content:

- I. The newstory and its place in the newshow.
 - A. What is news?
 1. A story about something that is happening somewhere around the world. It informs people of things going on around the world.
 2. It is a way to tell people important things.
 3. It is something that is on TV everynight and in the newspaper everyday.
 - B. Who writes the news? How do they write the news?
 1. A reporter writes the news.
 2. Reporter goes to place where something important is happening. The reporter asks many people about what happened.
 3. The reporter writes down the important facts.
 4. The reporter puts all the facts into one or more paragraphs.

IV. Procedure:

- I. The Newstory.
 - A. Discussion:
 1. Ask: What is news?
 2. Teacher introduces vocabulary word inform or to tell. Use examples: Miss Smith informs us that we must do our homework.
 3. Ask: Where do you find news? How many places?

IV. Procedure:

- B. Teacher introduces vocabulary word facts. The facts are not something that the reporter thinks is right. A fact is something that really happened.
- C. Activity:
 - 1. Teacher gives a brief outline of facts about a car accident involving two people. Each student must write a paragraph on the accident. Each student picks a slip of paper (prepared by the teacher). Three different tasks are possible. Student will have to either write:
 - a. A paragraph that tells only the facts.
 - b. A paragraph that tells the facts plus some negative information.
 - c. A paragraph that tells the facts plus some positive information.
 - 2. Compare newstories (dittoed copies).
 - a. Class will decide if the student included all the facts.
 - b. Class will try to figure out which task student did - straight facts, positive additions, negative additions.
 - 3. Discussion: Do you think it is right to put in negative and/or positive things in your newstory? Why/Why not? Were the stories different when negative and positive things were added.
(Additional suggestion: Work on grammar of stories).

V. Materials:

- 1. Teacher-written hypothetical event (simple outline of facts).
- 2. Dittoes.
- 3. Slips for three task assignment.
 - a. Add positive things.
 - b. Add negative things.
 - c. Only use the facts.

VI. Bulletin Board Idea:

The teacher posts a written list of facts of a newstory. Around these facts are posted the various student-written positive, negative, and strictly factual versions of the facts.

LESSON PLAN #6 Taking the news and putting it on "TV".

I. Behavioral Objectives:

1. Each student will be able to briefly outline the basic part of a newshow:
 - a. the "Behind-the-scenes" news reporter and writing of the news.
 - b. the newscaster and telling the news.
 - c. the sportscaster - the man who tells the sports news.
 - d. the weatherman or meteorologist.
2. Each student will demonstrate his awareness of what is involved in making a newshow by participating in a class-produced, video-taped newshow.

II. Suggested Vocabulary:

1. "behind-the-scenes"
2. facts
3. inform
4. negative
5. news
6. newscast/newshow
7. newsreporter/newscaster
8. positive
9. sportscaster
10. weatherman/meteorologist

III. Content:

- I. Basic components of a newshow/newscast.
 - A. "Behind-the-scenes" reporter.
 - B. Newscaster.
 - C. Sportscaster.
 - D. Weatherman/Meteorologist.
- II. Actual working of newshow/newscast.
 - A. Find the stories.
 - B. Write the stories.
 - C. Decide which stories are the most important.
 - D. The newscaster reads the news.

IV. Procedure:

- I. Introduction:
 - A. Discussion: How many people are in a newshow?
 - B. Teacher will introduce various components of a newshow/newscast:
 1. "Behind-the-scenes" reporter.
 2. Newscaster.
 3. Sportscaster.
 4. Weatherman/Meteorologist.
- II. Classroom Newshow:
 - A. Activity: Each student is assigned a different task within the overall framework of a newshow.
 1. Assign parts (newsreporter, etc.).

IV. Procedure:

2. Create practice stories.
 - a. First: students write stories based on facts provided by the teacher.
 - b. Second: students must write a story based on real facts (around house, school, etc.).
 - c. Students decide what news will be on their show.
3. Selection of newstories.
4. Act out newshow: practice and then videotape final project.

V. Additional Ideas:

Depending on location of school, plan a field trip to a television studio.

VI. Materials:

1. Videotaping materials, television viewer, microphone.

VII. Audio-visual Instructions:

For videotaping projects, the media personnel in charge of school equipment usually provides instructions on use of the school's video materials.

VIII. Bulletin Board Idea:

As a class decide on class channel number and logo for the newshow. The Bulletin Board can act as an introduction to the newshow by filming the bulletin board and then filming the "newscasters". The bulletin board, with the logo, etc. can also be used as a backdrop when filming the newshow.

LESSON PLAN #7 The Interview

I. Behavioral Objectives:

1. Each student demonstrates his awareness of how an individual can persuade another individual through verbal presentation by participating in one of several class videotaped interviews.

II. Proposed Vocabulary:

1. interview
2. interviewer
3. persuade
4. propaganda
5. role-playing

III. Content:

- I. What is an interview? One person (the interviewer) asks questions of another person. The interviewer tries to find out things from this person.
- II. What can a person learn from an interview?
- III. Role of propaganda in an interview.

IV. Procedure:

- I. Introduction: Teacher introduces following words:
 - A. interviewer (the person who asks questions).
 - B. interview
- II. Sample Interview Subjects (Choose subject areas familiar to class).
 - A. An American interviewer asks Adolf Hitler why his country (Germany) tried to fight and win over Europe in World War II.
 1. Class discusses possible questions they, as interviewers, would ask Adolf Hitler.
 2. Class discusses possible answers Hitler would use.
 3. Establish the idea that Hitler will be trying to persuade the American that Germany is right in fighting all of Europe. Teacher draws brief comparison between persuade and propaganda.
- III. Propaganda and the Interview.
 - A. What is the interviewer trying to do?
 1. Get all the facts.
 2. Get all the facts and trick the person he is interviewing into telling him any secret or other additional information.
 - B. What is the person being interviewed trying to do?
 1. Tell only the facts he wants everyone to know.
 2. Tell the facts but put in his opinion. He is trying to persuade the interviewer. When important people do this they are using propaganda.

IV. Procedure:

IV. Student Interviews:

- A. Teacher introduces the concept of role-playing.
- B. Simple role-playing activities are carried out.
- C. Assignment: Given specific roles and a basic background of facts, students are to write and perform (in front of class) an interview. Interviews will be videotaped.
 1. Sample situation: Man being interviewed is an important man in the army. He is trying to persuade the interviewer that his country has to fight the United States. The given facts include:
 - a. The United States has given this man's country over \$200 million help.
 - b. The man has been told by his commander (boss) that he must have a victory (he must win) if he is to be a more famous soldier.

V. Evaluating Videotapes.

- A. Class will discuss and decide:
 1. Did the interviewer ask good questions?
 2. Did the man being interviewed persuade the interviewer very much? Did he really use propaganda?
 3. Did you think negatively or positively of the army man?

V. Materials:

1. Role-playing situations and hypothetical facts written out.
2. Videotaping Materials.

Vi. Audio-visual Instructions:

For videotaping projects, the media personnel in charge of school equipment usually provides instructions on the use of the school's video materials.

VIII. Bulletin Board Idea:

Search out interviews in newspapers and magazines and post them on the bulletin board.

LESSON PLAN #8 The Power of Advertising.I. Behavioral Objectives:

1. Each student will demonstrate his awareness of the power of advertising by participating in two class projects:
 - a. Individual advertising campaign employing verbal and pictorial methods.
 - b. Group advertising campaign concentrating on persuading the audience to use a particular product.
2. Each student will demonstrate, through the completion of the above assignments, his comprehension of the following basic components of advertisement: the product, the campaign, the slogan.

II. Suggested Vocabulary:

1. advertising
2. advertisement (ad)
3. campaign (advertising campaign)
4. persuading
5. product
6. slogan

III. Content:I. Introduction:

- A. What is advertising?
 1. Advertising tells many things about a product.
 2. Advertising makes people buy things.
- B. Why is advertising important?
 1. Advertising sells many products.
 2. Advertising persuades people to buy things.

IV. Procedure:I. Introduction.

- A. Teacher sets up a hypothetical situation:
Example: You want to buy a car.
 1. Ask: How do you know which car you want to buy?
 - a. Talk to friends.
 - b. Go to a dealer.
 - c. Look at car dealer's booklets on their cars.
 2. Establish idea that the car dealer's booklets are part of his advertising campaign.
 - a. Introduce words advertisement/advertising.
 - 1) Teacher brings in mounted pictures of auto advertisements and other samples of advertisements.
 - 2) When a person has something to sell he has to advertise. Advertising means to tell someone everything you want them to know about something.
 - 3) Advertisement is the pictures or words that show what you are trying to sell.
 - b. Introduce the advertising campaign concept.

IV. Procedure:

- 1) Introduce concept of campaign through use of examples:
 - a) Suzy Smith wants to be Senior Class President. She must have a "Suzy Smith for President Campaign".
 - b) "Jimmy Carter for President Campaign".
 - c) If you want to keep the streets clean you can start a "Keep Our Town Clean" campaign.
- 2) Extend campaign concept to advertising campaign.
 - a) The product: What it is and what it can do. The thing you are trying to sell.
 - b) The slogan: The words you use to sell your product.

C. Why is advertising important?

1. Teacher brings in various samples of advertisements. By making overhead transparencies and mounting pictures, teacher will visually present the impact of advertising packaging.
2. Pictures and slogans are examined to see what the seller does to make you buy things.
3. Develop concept that advertisements make a person want to buy things. When someone makes you want to buy something, he persuades you to buy it.
4. Suggestions for mounted pictures and transparencies: to be used to search out ways persuasion is used. (Emphasize the ways each advertising campaign makes or persuades you to buy a product).
 - a. Cigarette advertisements
 - b. Automobile advertisements
 - c. Clothing advertisements.

II. Student Advertising Campaigns.

A. Individual Selling:

Assignment: Each student is to select a product. He is to present, in front of the class, a verbal presentation using pictures, drawings, or graphs about his product. His main goal: Persuade the students to buy his product.

Suggestion: Recommend original products such as rainbow popcorn. Students are to bring in their own original products.

B. Group Advertising Campaigns:

Assignment: Class is to be divided into groups. Each group must select a product to sell. A campaign is to be developed including a slogan and accompanying pictures, drawings, or graphs. Finished campaigns must be presented in class.

V. Materials:

1. pictures
2. overhead projector
3. mounting materials
 - a. pictures
 - b. rubber cement
 - c. mounting board
 - d. waxed paper
4. transparencies
 - a. pictures printed on clay-coated material
 - b. pan and water
 - c. ~~clear plastic spray~~
 - d. clear adhesive film (Con-Tact)
 - e. Laminating machine; or dry-mount press (if available), or hand roller.
 - f. Seal-Lamin and Seal Release (if available).

VI. Audio-visual Instructions:

I. Mounting Pictures:

- A. Trim the picture to size.
- B. Mark placement of the picture on the mounting board.
- C. Apply cement to both back of the picture and the mounting board.
- D. When cement has dried, cover board with wax paper sheets. Place the picture on top of the wax sheets and slip the sheets out (one at a time) to each side. Rub picture.
- E. Remove excess cement from the board around the picture, or use a rubber cement "Pick up" made from a ball of dried rubber cement.

II. Making Transparencies from Color Pictures (Magazines).

- A. Make sure pictures are printed on clay-coated paper. To determine this, rub a moistened finger on a clear page margin; if a white, chalky residue remains on finger, the picture can be lifted (Important: This process removes the printed picture from the page from which it is taken).
- B. Making Transparencies without Mechanical Equipment:
 1. Peel acetate from protective backing.
 2. Place the acetate on the face of the picture, and rub the surface to ensure complete adhesion, free of bubbles. A hand roller may be used to eliminate air bubbles.
 3. Soak the acetate-and-picture sandwich in warm water.
 4. After 3-5 minutes, peel the paper very carefully from the picture.
 5. Rub and wash off the residual clay that adheres to the picture on the acetate.
- C. Making Transparencies with Mechanical Equipment:
 1. Use dry-mount press.
 - a. Place a sheet of $\frac{1}{4}$ -inch masonite board under the press pad. Heat the press to 300°F.

VI. Audio-visual Instructions:

- b. With the picture between sheets of porous paper, predry it in the press for about 45 seconds.
- c. Place the picture face up on a piece of kraft paper slightly smaller than the picture. Cover the picture with Seal-lamin, dull side down.
- d. Make a carrier out of Seal Release paper. Hot-press the picture plastic sandwich for 60 seconds. Remove and cool under a flat weight.
- e. Wash, peel, clean, and finish the lift as shown above.

VII. Additional Resources:

- 1. AV Instructional Technology Manual for Independent Study
pages 31-32; 39-41.
- 2. Planning and Producing Audiovisual Materials.

LESSON PLAN #9 The Political Cartoon

I. Behavioral Objectives:

1. Each student will demonstrate his awareness of the significance of political cartoons and his ability to develop a logical explanation of a political cartoon through participation in class discussions on various political cartoons.
2. Each student will demonstrate his comprehension of political cartoons by identifying various parts of a sample political cartoon.

II. Suggested Vocabulary:

1. cartoon
2. cartoonist
3. negative
4. opinion
5. political
6. positive

III. Content:

I. Introduction:

- A. What is a political cartoon and why is it important?
- B. Common characters in American political cartoons:
 1. Uncle Sam representing the US government.
 2. Elephant representing the **Republican Party**.
 3. Donkey representing the Democratic Party.

II. Solving the Political Cartoons.

- A. Determine the role of each character.
- B. Determine the meaning behind the title.
- C. Draw conclusions from all the information.

IV. Procedure:

I. Introduction:

- A. Teacher introduces concepts of cartoons and politics separately. Political cartoon is a funny way of looking at politics.
 1. Common political characters. Teacher employs various examples of the following through the use of transparencies and overhead projector.
 - a. Uncle Sam=US government.
 - b. Elephant=Republican Party.
 - c. Donkey=Democratic Party.
 If possible, teacher should provide background information on origins of the represented characters.

II. Solving the Political Cartoon:

(Note: Political Cartoons are frequently complicated due to their references to various political events and personalities. It is suggested that simpler cartoons can be found and used for practical purposes.)

- A. Teacher introduces the idea that a political cartoon

IV. Procedure:

- is like a puzzle. By figuring out what all the things in the cartoon means, you can find out what the cartoonist (the man who draws the cartoon) is trying to say.
- B. Teacher and students take a sample cartoon transparency (See Cartoon #1).
 1. Teacher provides some background information.
 - a. The year of this cartoon is 1966.
 - b. The two men are very important leaders. Each man is the most important leader in his country.
 2. Students and teacher examine different parts of cartoon.
 - a. Title - "Prisoners of War".
What war was going on in 1966? (Vietnam)
 - b. Characters - two very important men.
Who was our most important leader in 1966? (President Johnson).
 - c. Additional facts about the characters:
 - 1) Do any of these men look like President Johnson? (yes, the one on the right).
 - 2) If one man is President Johnson, who is the other important leader? Who else was interested in the Vietnam War? (N. Vietnam).
 - 3) If N. Vietnam is the other country in Vietnam, who could be the other man? (The leader of the North Vietnamese).
 - 4) Who was the leader of the N. Vietnamese in 1966? (Ho Chi Minh).
 - 5) What are they doing? (Walking in circles).
 - 6) Where are they? (in a small room - like a jail).
 - 7) What happens when you walk in circles? (you don't get anywhere).
 - d. What is the cartoonist trying to say? He is giving us his opinion of the Vietnam War.
 3. Class Discussion: talk about the Vietnam War and the years of peace talks. From this information, class is to determine if cartoonist has a positive or negative opinion of the Vietnam War and peace talks.
 - C. Depending on current area of study in the class, teacher can select a political cartoon and have students identify various parts of the cartoon. Students are to write down as much information as they can about the cartoon, solely through examination of the cartoon.
 - D. Additional Uses for Political Cartoons,
 1. Cartoons as a visual review of history material (See Cartoon #2 A,B,C). This cartoon deals with the United States helping Europe after World War II.

IV. Procedure:

- a. 1945-Truman is driving the US car. He stops and acknowledges that Europe is in bad shape because of the war.
- b. 1953-Secretary of State Marshall is helping Europe out financially with the Marshall Plan which channeled millions of dollars of US aid into Europe.
- c. 1961-Pres. JFK is asking for help because the US economy is in trouble.
- d. Sample questions:
 - 1) In the beginning, who had the most money, the US or Europe?
 - 2) Who were we trying to help?
 - 3) What happened? Did anything change?
2. Cartoons as a visual emphasis on events or movements in the United States (See Cartoon #3). By employing low-level language substitution, the troubles of US cities are vividly shown.

V. Materials:

1. Samples of Political Cartoons (See VI Additional Resources).
2. Overhead projector.
3. Spirit duplicator (to make transparencies).

VI. Audio-visual Instructions:

Transparencies of political cartoons from books can be made by making a Xerox copy of the cartoon (from a book or newspaper) and then running this copy through a spirit duplicator (instructions for machine are found with machine).

VII. Additional Resources:

1. Samples of various political cartoons (approximate size 11x14) are available from:
Documentary Photo Aids
Box 2620, Sarasota, Florida 33578
2. Political cartoonists works are often compiled in book form which are filed in the Library Card Catalog under political cartoons or political satire. Cartoons from this lesson were selected from The Herblock Gallery, Herbert Block, Simon and Schuster, NY c.1968.

Cartoon #1 The Herblock Gallery, Herbert Block, Simon and Schuster,
New York c. 1968, p. 52.



PRISONERS OF WAR

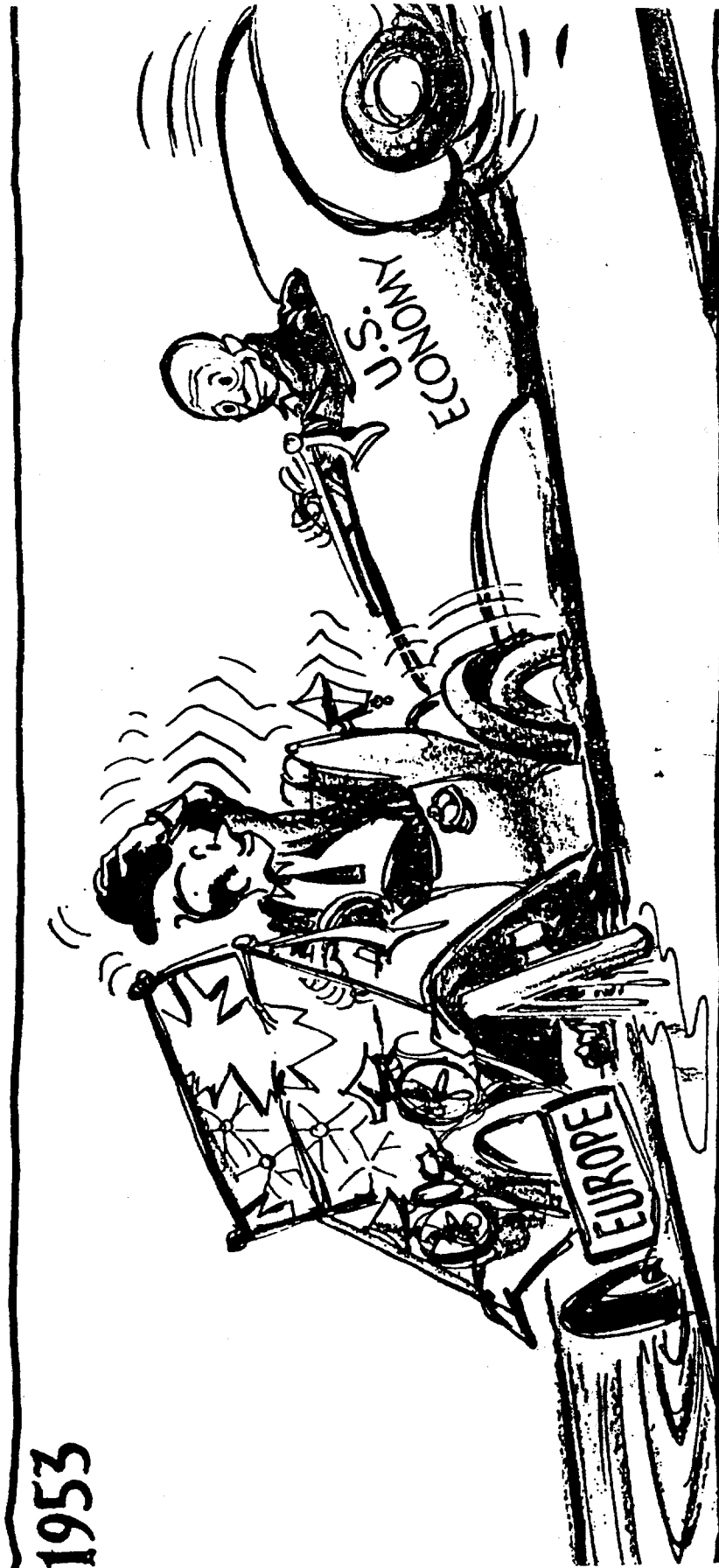
7/21/66

Cartoon #2 A. The Herblock Gallery, p.21.



1945

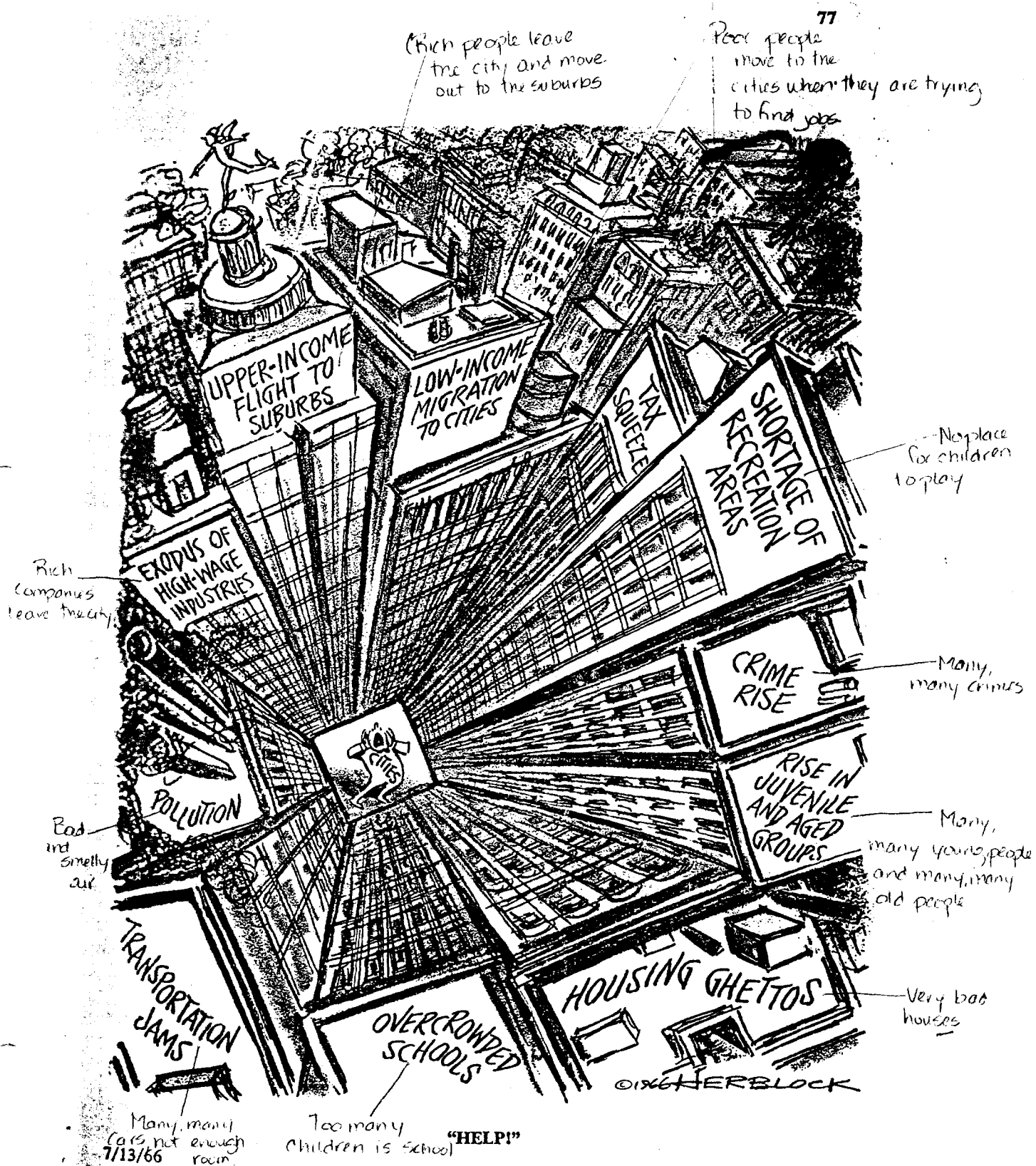
Cartoon #2 B The Herblock Gallery p. 21.



Cartoon #2 C The Herblock Gallery p.21.



Cartoon #3 The Herblock Gallery p. 77.



LESSON PLAN #10 War Propaganda.

I. Behavioral Objectives:

1. Each student will be able to cite one reason why countries use propaganda in time of war.
2. Each student will be able to cite one example of propaganda within a given war.
3. Each student will demonstrate his awareness of the significance of propaganda by representing a country in a simulation war game format.

II. Suggested Vocabulary:

1. country/nation
2. enemy
3. government
4. G.I. soldier
5. negative
6. persuade
7. propaganda
8. poster
9. positive
10. slogan
11. war

III. Content:

I. What is war propaganda?

- A. It persuades people to think a certain way about something.
 1. Negative propaganda-When you persuade someone to think negatively.
 2. Positive propaganda-When you persuade someone to think positively.
- B. It helps you win wars.

II. What does propaganda look like?

- A. Propaganda Posters.
- B. Propaganda Words.

IV. Procedure:

I. Introduction: What is war propaganda?

- A. What is war?
- B. What is propaganda? Teacher uses examples:
 1. Discuss posters showing positive propaganda. (Ex: The All-American G.I.)
 2. Discuss posters showing negative propaganda. (Ex: The "mean" looking Germans.)
- C. How can propaganda help a country win a war.
 1. It tries to make the country's people think bad of the enemy.
 2. A country can make its people think they are winning when they are not.

II. What does propaganda look like?

IV. Procedure:

- A. Propaganda words-Discuss simple slogans.
(Ex: "Help fight the Germans, Buy US Bonds")
- B. Propaganda pictures-Discuss pictures.
(Ex. Uncle Sam in red, white, and blue saying
"I Need You")

III. Student Use of Propaganda:

- A. After studying a war, students are instructed to assume leadership of a country involved in the war.
- B. Students must determine:
 - 1. What their country wants from the war.
 - 2. Who their enemy is.
 - 3. Do they want to use negative and/or positive propaganda.
 - 4. Do they want to use pictures and/or slogans in their propaganda.
 - 5. What materials will they use to present their propaganda.
- C. Students present their nation's propaganda.
- D. After looking at various samples of propaganda, discuss: Is propaganda really important?

V. Bulletin Board Idea:

Display students propaganda projects.

LESSON PLAN #11 The Billboard.

- I. Behavioral Objectives:
 1. Each student will be able to cite one reason why billboards are used in communication.
 2. Each student will demonstrate his comprehension of the concept behind billboards by drawing a billboard for the product sold in the individual advertising campaign in Lesson #8.
- II. Suggested Vocabulary:
 1. advertisement
 2. billboard
 3. slogan
- III. Content:
 - I. Introduction:
 - A. What is a billboard?
 1. It is a big sign that tries to persuade you to buy something or do something.
 2. It has pictures and a slogan.
 - II. Billboards Come In Various Sizes.
 - III. Billboards as Advertising Tools.
- IV. Procedure:
 - I. Introduction:
 - A. Teacher presents limited slide show of billboards.
 - B. Discussion:
 1. What does a billboard do?
 2. Why are they so big?
 3. Do you think they work?
 4. What are the parts of the billboard?
 - a. The pictures.
 - b. The slogan-the words that persuade you to buy or do something.
 - II. Individual Billboards:
Assignment: Each student is to create a drawing of a billboard which would help sell his product he developed in Lesson Plan #8 (Ex: Rainbow Popcorn)
- V. Materials:
 1. Art supplies
 2. Camera/slide film
 3. Slide projector
- VI. Bulletin Board Idea:
Display student billboard drawings.

LESSON PLAN #12 Class Mural

- I. Behavioral Objectives:
 1. Each student will demonstrate his awareness of the importance of propaganda by participating and contributing to a class art project: a mural on propaganda.
- II. Suggested Vocabulary:

Review of all previous lesson vocabulary.
- III. Content:

Review of all previous lesson content.
- IV. Procedure:

Each student is allotted a certain area for his art work on propaganda. Subject matter is to be the choice of the student.
- V. Materials:

Art Supplies

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